DOCUMENT RESUME

ED 137 958 EA 009 436

AUTHOR Glasser, William
TITLE Schools Without Failure--1977. Glasser's Approach to Discipline--Realistic and Working.
PUB DATE 28 Feb 77
NOTE 17p.; Paper presented at the Annual Meeting of the American Association of School Administrators (109th, Las Vegas, Nevada, February 25-28, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Discipline; Elementary Secondary Education; *Models; Program Descriptions; Questionnaires; School Surveys; *Student Behavior; Students; Suspension
IDENTIFIERS *Reality Therapy

ABSTRACT

Glasser presents the ten-step approach to school discipline based on his concept of Reality Therapy, discusses preliminary results of implementation of this approach, and then presents the results of a recent survey. Surveyed were 24 schools--14 elementary, five junior high schools, and five high schools--chosen to give a representative picture of education in this country. Summative statements of each of the 11 questions are presented. The questions deal with the success of the method, the changes each school made in the approach, and the effects the program had on the school. (IRT)

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PRESENTER: William Glasser, President, William Glasser, Incorporated, Los Angeles, CA
TOPIC: "Schools Without Failure -- 1977"
TIME: Monday, Feb. 28, 10:00 a.m.
PLACE: Gold Room, Convention Center
PROGRAM: Page 103

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GLASSER'S APPROACH TO DISCIPLINE - REALISTIC AND WORKING

In December of 1974, Dr. William Glasser wrote an article for Learning Magazine entilted, "A New Look at Discipline". The article succinctly describes problems by means of a constructive, no-nonsense, but non-punitive method. At the conclusion of the article, Dr. Glasser wrote, "While this is in use now, and works well, more feedback is needed to work out various contingencies." During the ensuing two years, we have received all kinds of "feedback". We would like to share this feedback with you now. First, however, let's review some aspects of this ten-step approach.

WHY WORRY ABOUT DISCIPLINE?

School discipline is a big, hard problem. We don't need high powered research to tell us this. Simple observation in most schools across the country is really all that is required to verify this statement. Teachers and administrators spend more and more of their time dealing with disruptive students, and there seem to be fewer and fewer answers for the problem of effective discipline techniques. As the problem grows larger, people develop a tendency to assess "blame" on someone, on anyone, for the problem. When it comes to discipline, teachers blame administrators and parents; parents blame the kids. The sum total of all of this is simply a lot of confusion, frustration and bitterness. Notice also that most of the time the students who should be accepting responsibility for their own disruptive behavior, sit in the eye of the storm, impervious to all that swirls around them. The staff becomes fractured, and the problem grows worse. Somewhere the line has to be drawn and held.

> Second-Time Discipline Offenders decreased by 88% and Fighting by over 90%. Drop-out Rate fell from 18% to 6.3% since program was introduced. Jersey Village High School, Houston, Texas.

Bill Borgers summed this up when he was principal of Jersey Village High School in Houston, Texas (a shcool using the ten-step approach for three years), by saying that, "As a total staff of professionals we had to commit ourselves to teaching our students responsibility, first and foremost. Only then was it possible to do the other things that we wanted to do in school.

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The other main aspect of "Why Worry About Discipline" has to do with the basic change in philosophy that has occurred in American education since the end of WWII. Since this time we have not only come to believe that twelve years of education should be guaranteed to everyone, but we have also worked to insure that every person in the United States of American will receive at least that twelve years of education. As a result all options, except for school, are closed to a vast majority of citizens between the ages of 5 and 18. The schools, therefore, are the primary molding places of our society. As such, at the extremes, they mold either successful, strong and responsible

citizens or failing, weak and irresponsible citizens. Every society can deal with perhaps a small percentage of people in the latter category, but if you look at our welfare rolls, our prisons, our mental hospotals and our other institutions which deal with failing people, you know we have taxed our society to its limits. And, most terrible of all, the students who fail in school, either in terms of academics or behavior, are the ones who become the delinquent, violent, crime committing people who are robbing us of our basic right to security from physical harm. Or, they devastate our society in other ways through alcoholism and other drug and habit addictions. The tired, old methods of threatening, punishing and kicking students out of school not only are not working, they are adding to the problem.

WHERE WILL THE TEN-STEP APPROACH WORK?

The Reality Therapy approach to discipline will really only work in a school where people would normally choose to be. In other words, this system cannot succeed in a "devil's island" atmosphere. The school must continually strive to be a "good" place.

A good place is one where people are courteous, especially the adults. Yelling, sarcasm and denigration are the exception instead of the rule.

A good place is a place where laughter is frequently heard, not because of frivolous activity out because of genuine joy brought about by involvement with caring people engaged in relevant work.

A good place is one where communication is practiced and not preached. People talk with, not at, each other.

A good place is one that has reasonable rules, rules which everyone agrees on because they are beneficial to the individual and the group; rules which everyone has a democratic stake in because everyone has a say in making and changing the rules as needs arise.

Finally, a good place is one where the administrators actively support and participate in an approach to discipline that teaches self-responsibility. They organize and participate in an on-going in-service program designed to support the discipline program. They model the techniques with students they are involved with and they positively support the staff as the staff practices the techniques of the program.

THE TEN-STEP APPROACH TO SCHOOL DISCIPLINE

The ten-step approach to school discipline is based on the concepts of Reality Therapy:

BE PERSONAL - Use personal pronouns. "I care enough about you to be involved, to be your friend." Spend a few seconds throughout the day reinforcing involvement.
PRESENT BEHAVIOR - "What are you doing right now?" Awareness of behavior is the first step. Avoid references to the past. Emphasize behavior, not feelings.
VALUE JUDGMENT - Ask students to evaluate their own behavior. "Is what

you're doing helping you?" It must be their decision to do something better than what he is doing now.
PLAN - Work with the students to formulate alternatives. Keep the plan simple with short spans of time. Build success into the plan.
COMMITMENT - Seals the plan. Build in a way to check back, follow up; give positive reinforcement. The students need to accept some responsibility for this. A written form may be helpful.
NO EXCUSES - Eliminate discussion of excuses to show you really know they can succeed. Re-plan with the students. "When do you think you can do this?" Don't give up.

NO PUNISHMENT - Punishment removes the responsibility from the student. Set rules and sanctions with the student. Use natural consequences - this doesn't cause actual pain. The students have to understand that they are responsible for themselves. It takes time and consistency.
NEVER GIVE UP - Each of us must define "never" for ourselves but a good basic rule of thumb is to hang in there longer than the student thinks you will. In the case of the ten-step approach, it means a minimum of one month. Real positive results will often take two months or more.

The ten-step approach will work well if a total school staff commits itself to the use of Reality Therapy as a means to help students become self-disciplined. It is imperative that Reality Therapy be studied, practiced and continually reinforced by a majority of the staff if this process is to work.

The ten-step appraoch can really be divided into three parts. In the first three steps, you use the process of Reality Therapy to look at how you are dealing with disruptive students. Steps Four through Seven are used by you with the sutdent who is having difficulty. And, the eighth, ninth and tenth steps bring in other resources within the school and/or community.

Step One

Set aside some quiet thinking time for yourself. During this time, choose a student who is an on-going discipline problem. In this initial stage of learning the technique, try not to focus on the worst student in your class. Build in a chance for success by choosing someone you think you could be successful in helping. Make a list of the things you currently do when this child is disruptive. In other words, ask yourself this question, "What am I doing?" Your list may surprise you because we often are not as aware of our behavior as we think we are. Regardless of any surprise, be honest and list the things you usually do even if they are things like yelling, threatening, ignoring, being sarcastic and/or hitting.

Step Two

Analyze your list carefully and ask yourself, "Are these techniques working?" Probably your answer will be, "No, they are not. The student's behavior keeps repeating itself and often things get worse." If your answer parallels the above in any way, you should seriously consider stopping these behaviors. You are spinning your wheels and digging a deeper hole which will

become increasingly more difficult to get out of. So, make a commitment that you will not use any of the responses on your list the next time a problem develops unless these things correspond to the procedures suggested in Steps Three through Seven.

Step Three

Make a small, practical plan that will help your student have a better day tomorrow. This step is founded on the old adaged that, "an ounce of prevention is worth a pound of cure." When you initiate your plan it should positively say to the student, "You are special, I care about you." The plan can be a pat on the back, a special errand, a homemade cookie or any other thing that gives the student an indication of your personal concern for him. Continue these little plans, but don't expect to be repaid immediately. Your student didn't become "nasty" overnight nor will he become a model of responsibility in one or two days. In fact, in some extreme cases, the student may reject you even more strongly than before. You must stay calm and be persistent. Treating your most difficult students well, will eventually lead to their behaving better.

Step Four

When a problem occurs, and it will, quickly remember what didn't work, (Step One); forget all of the past, (Step Two); recall that you have started to build a better relationship with the student, (Step Three); and ask the question, "What are you doing?" This is a powerful approach for two reasons. First, you want the student's behavior to change. It's not the student who is unacceptable, only the behavior. Questions like, "What are you doing?" often cause the student to stop what he is doing and to think about it. Second, thinking about what he is doing can sometimes help a student to own the behavior. If the student owns the behavior, being responsible for it is not far behind. If you are persistent, the student will tell you what he is doing. The answer will probably contain some embellishment or distraction, "I pushed him, but he pushed me first", or, "She had it coming." When you get an answer that contains the behavior, simply say, "Please stop it."

Step Five

In spite of persistent use of Steps Three and Four the problem is continuing. This time a short conference is necessary. Start the conference by repeating the first question in Step Four, "What are you doing?" Now ask, "Is it against the rules?" And then, "What should you be doing?" Explicit in asking this question is the idea that you expect the unacceptable behavior to be replaced by the answer to this last question. When asking these questions try to convey warmth, support and firmness.

Step Six

The short conferences of Step Five are not working. Repeat all of Step Five except the last question, substituting, "We have to work this out, what kind of a plan can you make to follow our rules?"

> A response by one student: "Why don't you just punish me so I can go back to class? I hate being responsible for a plan."

The plan has to be more than just, "I'll stop it." It has to be a positive action plan that helps the student move toward responsible behavior. In order to work, the plan should be short term, specific and simple. In the beginning you may have to put many of your ideas into the plan because this process will be unusual to the student. Gradually as the student gains strength, he will make more contributions to the plan. The more the student considers the plan his own, the better it will work.

Step Seven

The student disrupts again, and because of repeated use of all of the previous steps, you are sure that their further use will not work. It is now time for the student to be isolated or "timed out". This decision to "time out" may be entirely made by you or else it may have been established as a reasoned/natural consequence at the conclusion of your planning conference from Step Six. "Timing out" is done right in the immediate classroom in elementary schools or the immediate classroom area in juhior or senior high schools. In the elementary classroom, you need to create a place where students can sit comfortably. Perhaps an overstuffed chair or a cushioned area on the floor or the corner of a loft. This place should be a place where other sutdents who are not having a hard time would choose to visit during spare time activities. In secondary schools a table and chair arrangement is often set up in an unused portion of an open space area, or a desk is set up in the ahllway within viewing distance of the door.

In either situation, the student knows that he or she is no longer involved in active participation in the class. Students may listen, but may not take part in classroom activities until they have devised a plan for following the rules, informed you of the plan and made a commitment to follow the plan if it is mutually agreed upon by you and the student. The other rule that is mandatory at this point is that if the student disrupts while he is in isolation, his only alternative is to be excluded from the classroom or quiet area.

> Discipline referrals to principals were greatly reduced. Teachers used Reality Therapy to handle most discipline problems themselves. Pensylvania Department of Education, Harrisburg, Pennsylvania, 1975.

Step Eight

In-school suspension is the next step. You have been patient, you have bent over backwards, but you can't continue to teach with a constantly dis-

ruptive student; it's not fair to you or the other students, and for that matter, it's not really fair to the disruptive student either because he is not learning and is not gaining success identity. At this step, there are no questions to be asked. Make this statement, "Things are not working out for you here. You and I have tried hard to work out the problem but now it's time for you spend some time outside of the class and perhaps talk with some other people. Please report to the Principal's office." (Or counselor's office, or in-school suspension room or whatever name you have for your place).

The in-school suspension place should be set up along the same lines as the in-class "time out" place. That is, it should be a not uncomfortable, non-punitive place which is staffed by someone who communicates the basic ideas to the students, that "We want you to be in school. We want you to be in class, but we expect you to follow our reasonable rules. As soon as you have a plan as to how you can return to class and follow the rules, let me know and we'll help you return to your room. If you need help with your plan, let me know and I'll help you." Helping out on the plan usually means asking more questions. First, you have to ask, "What did you do?" And next, "What kind of a plan can you make to do better?" At this stage, you should be prepared for a lot of excuses and blaming and talking at making a plan, but be patient, even if it takes a day or two or three. If the student says, "But, I'm getting behind in my work", you should respond, "Yes, I see that, and that does present a problem for you. Please feel free to do your school work right here. But, you cannot go back to the class until you have a plan." You have to help the student understand that there are really only two alternatives; return to class and follow reasonable rules - or continue to sit here and be outside of class. Most problems can be worked out in a day or less.

> Discipline referrals dropped by 14% and suspension by 41% in one year.

If more than one day is required, the parents should be notified that their son or daughter is not in class. Sometimes a week or more is required. In one high school in Texas, a student sat for two months, but when he finally decided to return to class, it was a decision that he did not go back on. And, although his school work suffered, he perhaps learned one of the most important things we all have to learn: We need to be responsible for our own behavior and we all have the power to behave in a way which is beneficial for us and those we live and work and learn with.

Step Nine

If any student is totally out of control and cannot be contained in an in-school suspension room or office, the parents must be notified and asked to take their child home. Further, both the parent and the student should be told that tomorrow is a new day. You can do this by saying, "We would like your son to return and to stay with us as long as he maintains reasonable behavior.

When his behavior goes beyond reasonableness, your son will again be asked to go home." If behavior is reasonable, it's back to Step Eight. If every teacher and administrator in your school follows these steps consistently, and if you have a good school, a place where students enjoy being, then less than one percent of your students should ever get to Step Nine. And it would be an even more rare case for a student to get to Step Ten.

Step Ten

Any student who continually is unsuccessful in Step Nine, must stay home permanently or be referred to some other community agency. Even juvenile hall is a possibility as a last resort. Though it sounds harsh, remember that sometimes this will finally jolt the student awake, and he will then be ready to plan a way to return to school. If the student is in juvenile hall perhaps the judge can be pursuaded to try letting him come back to school on a tolerance day. The student can return from home, from the hall or from any other agency if he seems ready, re-entering at the lowest step possible depending on his behavior. The student should always be welcome to return to school but not unless a specific plan and commitment has been made to follow reasonable rules. Remember that Step Ten is for a very rare student but when a student can no longer make it in school, this step must be used.

EARLY RESULTS

The following summations were compiled and published in January of 1976. We repeat them here because they are based on research and evaluation that was initiated by the schools or districts involved with Glasser's Approach to Discipline. The "later results" we are reporting in this paper were solicited by Dr. Glasser and the Educator Training Center.

Borgers, Bill. Report to Educator Training Center on progress of the SWF program at the Jersey Village High School, Houston, Texas

> The Jersey Village High School is one the outskirts of Houston. It has been involved in the application of Reality Therapy and Schools Without Failure concepts for over three years.
>
> Mr. Borgers, the principal, reports that in one semester the Second-time Discipline Offenders decreased by 88% and that there had been a reduction of over 90% in fighting since the beginning of the program. He also reports that prior to the introduction of Reality Therapy Practices, the average drop-out rate for 9th-12th grade students was 18%. In the 1975-76 school year, the drop-out rate had been reduced to 6.3%.

Masters, James R., et al. The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. Penssylvania Department of Education. Harrisburg, Pennsylvania, 1975.

A two-year evaluation of William Glasser's Schools Without Failure (SWF) program was carried out in the New Castle School District in Pennsylvania. In the first year 10 elementary schools were paired on the basis of size, socio-economic status and past achievement of pupils. One school of each pair was randomly assigned to begin teacher-training and implementation of the SWF program; the other school of each pair because a control school, continuing to operate as it had in the past.

The results of the study indicated that, by the end of two years, rather major changes had taken place in teacher classroom behaviors. Discipline referrals to principals were reduced greatly; teachers were able to use Reality Therapy to effectively handle most discipline problems by themselves.

Fafoglia, Otto. Report to Educator Training Center on Discipline as a Result of the SWF Program. Springfield, Illinois, 1975.

At one middle school alone, in an era where the statistics generally indicate increases in student referrals for discipline and student suspensions from school due to discipline problems, the student referrals for discipline decreased by 14% and student suspensions dropped 41% in one year. The number of days lost as a result of student suspensions decreased by 38%. This success is due in great part to new approaches resulting from the involvement in the Schools Wtihout Failure Program.

Elliott, Brownlee W. Project Glasser--First year Final Evaluation Report. Wayne County Intermediate School District. Detroit, Michigan, 1975.

Glasser in-service training for junior high school teachers was a worthwhile proecedure, given administrative and teacher involvement and commitment. In particular, the program was worthwhile and effective in schools where administrators participated in the training on the same basis as the teachers; this participation included regular conducting or classroom meetings.

The program does seem to lead to more effective self-discipline and learning on the part of the students of teachers who take the training. Basicially, this is because teachers understand their students better, and become more reasonable (but not less demanding!) in their expectations.

The program leads to more effective self-discipline and learning on the part of students. Project Glasser. Detroit, Michigan, 1975.

LATER RESULTS

In preparing this paper, we sent surveys to 24 schools that are using the Ten-Step Appraoch to deal with discipline problems in their schools. These 24 schools were chosen because they represent all areas of the country and other demographic dimensions needed to get a representative picture of education in the United States. We asked our contact people in 14 elementary schools, 5 junior high schools and 5 senior high schools to respond to a survey that contained 11 questions.

The ten elementary schools which responded represented a total student population of 6,286. These students were taught by 310 certified staff members.

Five junior high schools reported 3,559 students and 231 certified staff.

The two senior high schools that reported served the educational needs of 4,916 students with 234 certified staff members.

Following are summative statements on each of the questions as they appeared in the survey.

1. What percentage of your staff are actively trying to use Reality Therapy to deal with discipline problems?

This question headed the survey because it has long been our contention that in order to have any school-wide program viable, a majority of the staff has to not only support the program but also become actively involved in it.

The following is a break out of staff participation:

No. of Schools*	% of Staff Involved
7	90 - 100
4	70 - 90
2	50 0 70
3	Below 50

The surveys indicated in most instances that the higher the percentage of faculty involved, the greater the effectiveness of the program.

2. How long has Reality Therapy been used in your school?

* One school did not report this data.

We asked this question because we were interested to see if longevity had a diminishing effect on the program. The range of time the Reality Therapy program had been used went from six years to five months.

There seemed to be no indications that time alone had eroded the effectiveness of the program. On one hand some of the programs operating for a long time were the most effective. On the other hand, where programs were not as effective as desired, time could have been a factor, but only when coupled with other circumstances.

3. Briefly outline the process used in dealing with discipline in your school as it corresponds to the Ten-Step Approach in the article, "A New Look at Discipline" by William Glasser, M.D.: (Learning Magazine, December, 1974.)

Every school reported some variation in the Ten-Step Approach. Some of the most common variations had to do with arrangements for the in-school suspension room, notifying parents when student difficulties persisted and other things of this nature that resulted when students were at a point in the process when they had been excluded from the classroom. Time and space do not permit a complete listing of how the process was varied in each school, but many schools have published explanations of how things work in their school. A list of the schools participating in this survey appear at the end of this article.

We anticipated that this would be the case since it is impossible to have a generic "blueprint" applicable to every school. Part of the success of the program comes from a staff working together to specifically design the process that will work best in their school. Ownership of the program and corresponding responsibility for maintaining it belongs in the hands of the staff.

4. What results have been noted in the following areas:

- Attendance: Increase_____Decrease_____Percentage_____

At the elementary shcool level, six schools reported no change in attendance pattern and four schools reported an increase in attendance. They also said the increase was "slight".

> Children from all white ghettos are coming to (our) school which is in a black, Puerto Rican and white neighborhood because their parents like our school. Boston, Massachussetts, 1977)

Four of the five junior high schools reported an increase. The one remaining junior high noted no change. Most significant of these was Whittier Junior High School in Westland, Michigan: "Of ten junior highs (in the district) Whittier moved from 10th to 2nd or 3rd in overall attendance." Both of the senior high schools reported a two to three percent increase in attendance.

- Office referrals for discipline:

Increase_____ Decrease _____ Percentage _____

All ten of the elementary schools reported a decrease in referrals to the office. The percentages ranged from 20% to 80%. All five of the junior high schools reported decreases also. Here, however, the range went from 5% to 75%. The lower percentages directly corresponded to the number of staff actively involved with the program. Those staff members actively participating in the ten-step approach send fewer students to the office.

One senior high school reported a 60% decrease and the other reported a "slight increase, but (the) degree of infraction decreased".

One conclusion that was overwhelmingly apparent to us was that teachers who worked to follow the Ten-Step Approach were handling their own discipline problems with significantly fewer administrator interventions.

-Second-time offenders:

Increase_____Decrease_____Percentage_____

We were concerned about this point because if a discipline process is to be effective, the number of second-time offenders must decrease. At the elementary school level, nine schools reported a decrease in second-time offenders ranging from 20% to 50%. The tenth school did not report on this segment of Question 4. All of the junior high schools reported decreases in this area. The percentages ran from a low of 5% to a high of 72%. Again, the lowest percentage decrease related directly to the lowest percentage of teacher involvement. Both high schools reported a decrease in second-time offenders with no percentage reported in one school and 80% in the other.

-Fighting: Increase_____Decrease_____Percentage_____

All of the schools at each of the three levels reported a decrease in fighting. The percentage in elementary schools ranged from 10% to 80%; at the junior high school level from 25% to 95%, and one senior high school reported a 15% decrease while the other senior high school reported only one fight so far this year. (This school has only been involved with this process for only five months.)

We should note here that we strongly recommend that any students involved in a "serious" fight be sent home for the remainder of the day. This gives great emphasis to the fact that physical violence will not be tolerated at school. When the student returns the next day, a plan for not fighting must be made before returning to the classroom.

-Suspension: Increase_____Decrease_____Percentage

A majority of the elementary schools reported that they have not suspended anyone for the time they have been involved in using the Ten-Step Approach.

The other four schools reported a decrease, but the incidents were so few that no percentage could be reported. All of the junior high schools reported a decrease in suspension. The percentages reported were all in the 70% to 80% range. Both senior high schools reported a decrease, one at a 50% level and the other at the 75% level.

It should be noted here that the decrease in suspensions also bring with them an increase in A.D.A. The extra funds in one or two cases have been used to provide for the staffing of the in-school suspension room or to pay for other support aspects of the program; such as in-service, books and/or films.

- Vandalism: Increase _____ Decrease _____ Percentage _____

For the most part, vandalism was never a serious problem for the elementary schools. Three schools reported a decrease in this area while the other sevem omdocated that this area was non-applicable to them. All of the secondary schools reported a decrease ranging from 40% to 90%.

Needless to say, this was very significant to us. We felt that not only was money being saved by the decreased need to repair the damage caused by vandalism, but also it was apparent that the students did not feel it was necessary to retaliate for "wrongs" done to them. In other words, they had found a better way to deal with their problem. We have tried to stress to all secondary schools implementing this process that they teach the concepts of Reality Therapy to their students as a problem solving model. We think that the carry over could have dramatic impact on the way our students behave when they leave school to function in other realms of society.

What types of instruments or records were used to validate this information? The answers to this segment of Question 4 covered the usual range of instruments and/or records from personal observation and anecdotal records to sophisticated research designs such as those used in Project Glasser (Glasser Learning Approach Secondary Schools: Experimental Research) in the Detroit area.

5. Please comment on other areas that you feel have been affected, although not directly connected to your discipline program. E.g., School communication, parent involvement, student achievement, etc.

The most often cited improvement that was not directly connected to the discipline program was teacher morale which was definitely higher. The statements indicated things like, "84% (of the teachers) said school was better this year"; "morale is higher and people feel that this is a good place to be"; and, "the most obvious area affected by the Reality Therapy approach has been that of faculty morale, it is good and continues to improve." The other things that were reported in this area of the survey seemed to spin off from the increased morale: "Teachers have devoted more after-school and weekend time to students and are more actively involved in district-wide committees and projfects"; "Professional growth of the teachers has probably been the most outstanding area affected";

"Curriculum innovatons, reading enrichment course, mini courses have been established".

Each of the schools had at least two spin-offs to report and on several occasions, the principals who completed the surveys indicated that in spite of a heavy commitment to spending time for supporting the discipline program, their time was more than compensated for by the results they saw coming directly and indirectly from the program. One junior high school principal put it this way, "Administrators gained more time to be the educational leaders they are intended to be."

6. If you employ an in-school suspension room, please answer the following: What type of space is used? How did you arrange to make the space available? How is it staffed? Where does the staff salary come from?

All of the elementary schools reported that they used small segments of existing service rooms for their in-school suspension "place". The school office was the space most often cited. In other schools, portions of the health room, media center or hallways were set aside. In every instance, the staffing was voluntary and done on a shared voluntary basis. It was also noted that in each instance the principal headed this volunteer core and was primarily responsible for working with the students sent from the class.

> Students ask to see me (principal) because of a problem they are having with a teacher on an aide. The children seldom lie to me. I suppose that is due to the fact that they know that we are going to work out a plan and that the roof is not going to collapse on them for telling the truth.

As a result of this plan, salaries were never a problem. The one exception came in a large elementary school (1100 students) on the West coast. Each teacher in the school increased his or her class size by one or two students so that a teacher could be involved in the suspension area on a full time basis. The junior high schools found equally creative ways to find a "place" for students removed from the classroom. In order they were:

- a regular classroom
- a small room next to office
- a small conference room
- an old teacher's lounge
- an old study hall

The space became available through such things as declining enrollment, eliminating study hall classes and throwing out accumulated junk. Again, there were no salary problems as existing people were used to work with students in the suspension room. In one case, an aide volunteered after she had participated in the Ten-Step Approach in-service program. In two more schools, teachers worked out a process of rotating planning periods

so that one teacher would be available each period. This was done voluntarily. And in the last two schools, the administrators and counselors worked out a schedule to cover the room.

The senior high schools both used classrooms for their in-school suspension rooms. One school reported, "We committed ourselves to providing this classroom even though our teachers may have to share rooms." One room was staffed by a full time counselor added to the staff to aid the program. The counselor's salary was paid by the district out of funds created from reduced suspension and increased attendance. The other school staffed its room with a retired person from the community. His salary came from the school budget.

Often administrators conjure up visions of a mass of students in this suspension room each day, but it does not turn out this way. Several years ago we made a film, "Reality Therapy in High School" at Jersey Village High School in Houston, Texas. The film crew was in the school for three days during the entire time only one student was in the S.O.S. (Supervisor Optional STudy) room.

7. What major obstacles did you have to overcome to initiate your Reality Therapy Discipline Program?

The primary obstacle was dealing with reluctant teachers who continued to feel, as one principal wrote, that "you need an iron fist approach." Often this was caused by a lack of understanding as to what the philosophy behind the program was, how it was to be implemented and what results or payoff could be expected. Related to this situation was the next obstacle mentioned, which was misunderstanding of the process at other levels: central administration, student and/or parent.

One of the junior high schools suggested that the solution to the reluctant teacher obstacle could be found in the process of improving staff relationships as a whole, "they (the teachers) have to be personally involved with each other and have an understanding of what each others' basic beliefs (about students and discipline) are."

8. How much in-service time was given to start your program?

9. How much in-service time is given to keep your program viable?

Questions 8 and 9 have been put together because all of the schools reported that it was hard to separate the start of the program from its continuation. The initial in-service effort was never less than two days and in most instances, these two day segments were repeated twice more during the course of a school year, especially when a leadership team approach was used. This way it was not necessary for the total school to be dismissed. The reports also indicated that where there was continuous reinforcement of the program through an organized in-service process, the program was more viable than when in-service was sporadic, completely non-existent, or built in only when a crisis arose.

The leadership team approach seemed to be ideal as a model for in-service because after the leadership group had their in-service sessions they would plan in-service seminars for their school on an on-going basis. They could identify problems and plan strategies to overcome them. When the formal leadership training stopped, it was easy for the leaders in the school to transfer their seminar concept to a maintenance process requiring less time commitment, but still keeping an organized approach.

10. Who is responsible for organizing and administering the in-service?

Thirteen of the schools used a leadership team approach for planning, organizing and administering the Ten-Step discipline process in-service. The remainder of the schools indicated that this was the responsibility of the principal.

In some instances, where the schools were involved in leadership training provided by the Educator Training Center, a central office administrator helped to support and coordinate the in-service.

District level support and reinforcement is a powerful force in making this discipline approach successful in schools.

11. What advice would you offer a staff that was interested in starting a Reality Therapy based discipline program in their school?

This section should be retitled "Do's and Don'ts". These words were stated or paraphrased in twelve of the responses. The first "Don't" is, "Don't give up!"

If you will remember way back to the beginning of this article, you will recall that we said there was a basic time commitment that was required. Let us reinforce that now. There are no easy solutions for difficult problems like discipline. The Ten-Step Approach to school wide discipline is a realistic and workable solution, but it is not easy. Do make sure that the principal has a commitment to this approach that is based on support, active leadership and participation. This was the next most widely voiced advice. A typical response stated, "(The) principal must be for the program and willing to really support it, not just give lip service to it."

As we were preparing this report the following crossed our desk, "desperately need more ideas for dealing with the chronic and seriously explosive kids all put in one class with no facilities for containing dangerous behavior and with administrators who are afraid of what will happen and will not support the time-out and toleration days but want to suspend and expel any time a deviant behavior comes to their notice." The Ten-Step Approach cannot offer miracles as an answer to needs like this. Without the proper administrative support and involvement in working with these extremely difficult students in a positive, responsible way there is little that can be said or done.

Do get students involved in the process right away. They will prvide your best source of good public relations.

Don't expect a complete change in attitude and behavior of either staff or students immediately.

Do establish a need with all concerned.

Do get a commitment from your staff to "try it" for a reasonable amount of time.

Don't let changes in staff or increases in enrollment alter your goals.

Do investigate available funding sources to provide in-service for teachers.

Offer graduate or in-service credit if you can. This is a great incentive to get teachers involved initially.

Do work to get the staff to accept "ownerhsip" of the process.

Don't involve parents or student body until the staff is prepared to perform this task.

In summary, we would like to repeat our title . . . GLASSER'S APPROACH TO DISCIPLINE - REALISTIC AND WORKING!